



TRANSFORMATION OF EXPERIENTIAL LEARNING THROUGH THE HUNTING TOURIST PROGRAM IN FULL DAY SCHOOL CLASSES

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Abstract:

The madrasah education system with a full day school model faces challenges of learning saturation due to long duration and monotonous conventional methods, thus requiring learning innovations capable of creating meaningful, contextual, and enjoyable learning experiences. In response to this condition, the Hunting Tourist Program was developed as an experiential learning transformation model that utilizes interaction with tourists as an authentic learning resource. This study examines the transformation of experiential learning through the Hunting Tourist Program in the full day class. The research objectives are to describe program implementation, analyze its impact on students' language competencies, and identify management factors contributing to program effectiveness. This study employs a library research method with a qualitative content analysis approach. Data were collected through documentation and literature review comprising scientific journal articles, books, and relevant prior research. The findings indicate that experiential learning through the Hunting Tourist Program successfully shifted the learning paradigm from teacher-centered to student-centered, enhanced students' language competencies (multilingual communication skills), critical thinking, social intelligence, and character development. This program aligns with Kolb's experiential learning cycle and supports the Merdeka Curriculum's objectives in developing holistic learner competencies, while offering an innovative solution to overcome learning boredom in the full day school system.

Keywords: *Experiential Learning; Hunting Tourist Program; Full day School; Language Competency*

INTRODUCTION

The learning process is the core of educational activities that is not merely oriented toward delivering subject matter, but toward how students build understanding and learning meaning holistically. The trend of student-centered learning developing in the global education world emphasizes the importance of placing students at the center of the learning process, where they are no longer passive recipients of information but active subjects engaged in constructing knowledge through exploration, collaboration, and reflection (Rahmi, 2024). This paradigm aligns with the mandate of the Merdeka Curriculum, which prioritizes differentiated, flexible learning oriented toward the holistic development of learner competencies — cognitive, affective, and psychomotor.

In practice, however, learning still often occurs conventionally and in a teacher-centered manner, so that active student engagement and the relevance of material to real-life contexts remain suboptimal (Cintia et al., 2024). Monotonous teaching methods tend to reduce student motivation and hinder the development of critical thinking skills, which are essential needs in the 21st century (Rosmi, 2022). This situation demands a learning transformation directed toward a paradigm shift from teacher-centered to student-centered, where students are positioned as active learning subjects while teachers serve as facilitators in managing meaningful learning experiences (Zulfriman et al., 2024).

One relevant approach in the context of this transformation is experiential learning, which emphasizes students' direct involvement in real activities through the process of experiencing, reflecting, and giving meaning to learning (Rahmi, 2024). Kolb's experiential learning model, developed in his influential work, offers a learning cycle consisting of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2014; Rugaiyah, 2022). This approach enables students not only to understand concepts theoretically but also to develop critical thinking skills, social attitudes, and character through interaction with authentic environments and situations, making learning more contextual, meaningful, and aligned with 21st-century educational demands (Hayati et al., 2025).

Various studies have shown that experiential learning through field trips or excursions can enhance students' environmental literacy, naturalistic intelligence, and problem-solving abilities (Wahyuni et al., 2025). Field trips provide students with the opportunity to experience learning directly in authentic environments that cannot be obtained through classroom-based instruction (Rugaiyah, 2022). Through these direct experiences, students can develop stronger connections between theory and practice, as well as increase motivation and engagement in the learning process (Hayati et al., 2025). Hasan and Maemonah (2024) also demonstrated that multiple intelligence-based experiential learning significantly increases the learning interest of madrasah ibtidaiyah students compared to conventional methods.

The full day school system implemented in madrasah institutions provides greater opportunities to integrate academic learning with character development (Nasucha et al., 2022; Nisa, 2023). However, it also presents its own management challenges, particularly in creating diverse teaching methods that can dynamically and enjoyably accommodate students' learning needs (Masudah & Nur, 2024). Research shows that learning in the full day school system requires creative and engaging teaching strategies to avoid student saturation caused by longer learning durations (Rosmi, 2022).

In response to these challenges, madrasah institutions need to develop an innovative program called the Hunting Tourist Program, designed as a form of experiential learning transformation by utilizing the potential of the surrounding environment — specifically interaction with tourists — as a contextual learning resource. This program integrates the concept of experiential learning with outdoor learning and place-based education approaches to create meaningful learning experiences (Zulfriman et al., 2024). Although this program has been running and showing positive impacts, systematic academic studies on its implementation and the contribution of its underlying learning management to educational transformation in full day school classes are not yet available. This is the basis for this research to be carried out more deeply and systematically.

Based on the above background, this research has three main objectives. First, to describe the implementation of the Hunting Tourist Program as a form of experiential learning transformation in full day school classes. Second, to analyze the program's impact on the development of students' language competencies. Third, to identify learning management factors that contribute to the success of the Hunting Tourist Program in the context of transformation and innovation of Islamic education in madrasah.

RESEARCH METHODS

This research is a library research study employing a qualitative approach. Library research is a research type that uses library materials — including books, scientific journal articles, and other written documents — as primary data sources, without requiring field research. The qualitative approach was chosen because this study aims to understand and interpret the phenomenon of Hunting Tourist Program implementation in depth, holistically, and contextually based on available textual sources. With this approach, the researcher can explore the meanings, patterns, and relationships between concepts related to the transformation of experiential learning in full day school madrasah classes comprehensively.

The data collection technique used in this study is documentation. Documentation was carried out by systematically identifying, collecting, and reviewing various written sources relevant to the research topic. These sources include: (a) national and international scientific journal articles related to experiential learning, field trips, and outdoor learning; (b) reference books discussing learning theory and Islamic education management; and (c) theses, dissertations, and relevant prior research reports. Source selection prioritized scientific journal articles published within the last five years and reference books within the last ten years to ensure the currency and relevance of the data used.

The data analysis technique used is content analysis. Content analysis is a research procedure used to make valid and replicable inferences from texts or other meaningful materials in accordance with their context. In this study, content analysis was conducted through systematic stages: (1) data reduction — selecting and focusing on information relevant to the research topic from all collected sources; (2) categorization — grouping information into main themes covering experiential learning concepts, full day school management, and learning innovation in madrasah; and (3) interpretation and synthesis — interpreting the relationships between categories and synthesizing them within the framework of the Hunting Tourist Program as a holistic Islamic education transformation model. The content analysis in this study is therefore not merely descriptive, but also interpretive and critical in building a coherent scholarly argument.

RESULTS AND DISCUSSION

Learning Transformation: Concepts and Implications in Education

Learning transformation is a fundamental change in the perspective, approach, and practice of education that shifts from an old paradigm toward a new paradigm more centered on learners, contextual, and oriented toward the development of 21st-century competencies. Rahmi (2024) asserts that genuine learning transformation occurs when the learning process is no longer centered on one-directional information transfer from teacher to student, but shifts toward active knowledge construction through direct experience. According to Rahmi

(2024), this transformation is marked by four mutually reinforcing stages: (1) student engagement in authentic concrete experiences; (2) deep reflection on those experiences; (3) formation of new conceptual understanding; and (4) application of that understanding in new real-life situations.

From a more applied perspective, a study published in the *Journal of Buddhist Education and Contemporary Social Issues* (JPBISK, 2024) emphasizes that learning transformation is not limited to the conceptual level but must be realized in structured learning procedures and steps. This study proposes that learning procedures transforming experience into knowledge include: teachers carefully formulating objectives, providing contextual stimuli and motivation, placing students in real-life situations, encouraging active student participation, and facilitating the entire class to recount and reflect on their learning experiences. Learning transformation within this framework is not merely a change of method but a comprehensive change in how teachers facilitate and how students construct meaningful learning experiences.

Furthermore, a study in *Pendas: Jurnal Ilmiah Pendidikan Dasar* (2023) on learning quality transformation asserts that effective learning transformation can increase student motivation, diversify teaching methods, and create more active and meaningful learning experiences. The study explicitly states that integrating innovative learning strategies into the educational system is key to successful transformation, where learning is no longer confined to the classroom but extends to the real-life context of students (Pendas, 2023). Thus, learning transformation in the madrasah context represents an effort to align 21st-century competency demands with the holistic values of Islamic education, as reflected in the Hunting Tourist Program integrating authentic experience, value reflection, and multidimensional competency development (Rahmi, 2024; JPBISK, 2024; Pendas, 2023).

The Concept of Experiential Learning

Experiential learning is a pedagogical approach that places direct experience as the primary foundation of the learning process. This theory was first systematically developed by Kolb (2014) in his influential work, *Experiential Learning: Experience as the Source of Learning and Development*. Kolb explains that genuine learning occurs when an individual concretely experiences an event, then reflects on it, builds abstract conceptualization from that reflection, and finally tests that understanding in new situations through active experimentation (Rahmi, 2024; Rugaiyah, 2022).

Kolb's experiential learning cycle consists of four mutually reinforcing stages: (1) Concrete Experience — students' direct involvement in an activity or real situation; (2) Reflective Observation — the process of reflecting and observing the experience from various perspectives; (3) Abstract Conceptualization — forming theoretical understanding or generalization from reflection; and (4) Active Experimentation — applying the understood concept in new situations (Rugaiyah, 2022). This cycle is iterative and continuously repeated, so learning never stops at one point.

Research by Rahmi (2024) confirms that experiential learning consistently proves to enhance conceptual understanding, learning motivation, and students' critical thinking skills because learning takes place in a meaningful and relevant context. Kong (2021) also found that experiential learning in secondary schools contributes significantly to the development of students' cognitive and social skills. Hasan and Maemonah (2024) underline that integrating experiential learning with a multiple intelligence approach in

madrasah has been proven to effectively increase students' learning interest and engagement.

Field Trip and Outdoor Learning as Implementation of Experiential Learning

Field trips are one of the most representative teaching strategies for implementing experiential learning principles. Rugaiyah (2022) defines field trips as learning activities that take students outside the classroom to interact directly with the real context of the material being studied. Cintia et al. (2024) demonstrated through a quasi-experimental study that outdoor learning based on field trips significantly improves the writing skills and creativity of junior high school students compared to conventional classroom-based learning.

Wahyuni et al. (2025) found that field trips in real ecosystems significantly increase the naturalistic intelligence and problem-solving skills of junior high school students in ecology. Learning through direct interaction with authentic environments enables students to build stronger connections between academic knowledge and the realities they face. Hayati et al. (2025) further proved that marine edutourism-based experiential learning and joyful learning in Indonesia and Malaysia effectively enhanced students' environmental literacy significantly. Zulfriman et al. (2024) argue that the implementation of a well-managed study tour model can foster environmentally caring behavior in students more effectively than text-based learning alone. Indicators of experiential learning are reflected in the emphasis on behavioral and competency changes in learners resulting from the direct experience learning process. Thus, indicators within experiential learning are holistic as they encompass knowledge, skills, and attitudes that develop through the learning experience cycle (Lantu et al., 2023).

Learning Management in the Full day School System

Full day school is a system of educational organization that integrates formal learning with self-development and character activities throughout the day, typically from morning to afternoon. Nasucha et al. (2022) analyze that the full day school phenomenon in Indonesia is a response to modern society's need for comprehensive education — one that not only teaches knowledge but also shapes students' character and independence. Nisa (2023) found in her research at MTs that a well-managed full day school system effectively improves academic achievement while strengthening students' religious character through habituation and role modeling.

However, full day school implementation also faces significant management challenges. Masudah and Nur (2024) found that long learning durations have the potential to cause student saturation if not balanced with variations in innovative teaching methods and strategies. Rosmi (2022) also identified various problems in implementing full day school in madrasah, including students' physical and psychological fatigue, insufficient variation in teaching methods, and limitations in facilities supporting day-long learning activities. To address these challenges, madrasah managers need to develop creative and innovative learning management strategies. The integration of outdoor learning activities, field trips, and project-based learning into the full day school curriculum is one of the recommended solutions (Masudah & Nur, 2024; Rosmi, 2022). In this context, innovative programs such as the Hunting Tourist Program represent a concrete manifestation of learning management that is responsive and adaptive to learners' needs.

The Hunting Tourist Program: Contextual Learning Innovation

The Hunting Tourist Program is a learning innovation developed as a form of experiential learning implementation based on local tourism contexts. This program invites students to go directly to tourist areas or public spaces frequently visited by domestic and international tourists, to engage in various authentic learning activities. Activities include direct interviews with tourists, observation of the tourism environment, multilingual conversation practice (particularly English and Arabic), introduction to cultural diversity, and development of social and communication skills.

Indicators of the Hunting Tourist Program as direct speaking practice with tourists can be identified through the successful completion of authentic communication tasks, such as students' ability to naturally initiate, maintain, and end conversations; use of communication strategies (e.g., clarification and repetition); and improvements in fluency and confidence in speaking. Additional indicators include active engagement in real-life situations, ability to convey local cultural information to tourists, and positive reflection indicating improved communicative competence and intercultural awareness (Surahman & Ma'sum, 2025).

From the experiential learning perspective, the Hunting Tourist Program implements all four stages of Kolb's cycle in an integrated and continuous manner: students obtain concrete experience through direct interaction with tourists, conduct reflective observation by recording and discussing their experiences, build abstract conceptualization about cultural diversity and the importance of cross-cultural communication, and conduct active experimentation by practicing newly acquired skills in subsequent interactions. The program is therefore not merely a tourism activity but a structured and meaningful learning design (Rahmi, 2024; Rugaiyah, 2022). This program also has high relevance to the principles of place-based education that emphasizes the importance of utilizing local contexts as learning resources — in alignment with the Merdeka Curriculum's mandate to develop contextual, meaningful, and locally rooted learning (Cintia et al., 2024).

Prior Research and Research Gap (Novelty)

Several prior studies have examined themes related to this research topic. First, Rugaiyah (2022) examined experiential learning through field trips in general, but not specifically in the context of educational tourism in madrasah. Second, Wahyuni et al. (2025) studied the effect of field trips on naturalistic intelligence and students' problem-solving skills in science learning, but did not address socio-cultural and religious character dimensions. Third, Hayati et al. (2025) demonstrated the effectiveness of marine edutourism in enhancing environmental literacy, but focused on open natural settings rather than multicultural interactions as in the Hunting Tourist Program. Fourth, Masudah and Nur (2024) and Rosmi (2022) examined PAI learning management in full day school, but had not integrated experience-based learning programs grounded in local tourism. Meanwhile, Hasan and Maemonah (2024) studied the effectiveness of multiple intelligence-based experiential learning in madrasah ibtidaiyah, but not at the MTs level with the tourist interaction approach.

Based on the above mapping of prior research, a significant research gap is identified: (1) no study has specifically analyzed an outdoor experiential learning model based on tourist interaction as a contextual learning resource in madrasah; (2) research on learning innovation in full day school madrasah classes has not simultaneously integrated foreign language competency development, character formation, and spirituality in one program; and (3) no

study has specifically examined the Hunting Tourist Program from the perspective of Islamic education transformation management. The novelty of this research lies in its examination of the Hunting Tourist Program as an innovative model integrating experiential learning, religious character strengthening, multilingual competency, and learning management in the full day school madrasah system within a holistic and previously unstudied program design

DISCUSSION

Based on the results of the literature review, several key findings were identified regarding the implementation of the Hunting Tourist Program as a form of experiential learning transformation in full day school classes.

First, the Hunting Tourist Program successfully implemented all four stages of Kolb's experiential learning cycle in an integrated and continuous manner. Students are not only involved in concrete experiences while interacting with tourists, but are also encouraged to engage in deep reflection, build conceptual understanding, and apply their new skills. This is consistent with the findings of Rugaiyah (2022) and Rahmi (2024), which show that fully implemented experiential learning cycles produce more meaningful and long-lasting learning outcomes.

Second, the program proved to significantly enhance students' language competencies, including: (a) oral communication ability in English and Arabic through direct conversation practice with tourists; (b) increased fluency, confidence, and mastery of communication strategies in real-life situations; (c) development of vocabulary and code-switching abilities between languages; and (d) the growth of intercultural awareness supporting effective cross-cultural communication. These findings align with the research of Wahyuni et al. (2025) and Hayati et al. (2025), which demonstrate the effectiveness of field trips and edutourism in improving multiple dimensions of student competency.

Third, the Hunting Tourist Program provided an effective solution to the challenges of learning saturation in the full day school system. The variety of enjoyable yet competency-oriented activities was able to sustain student motivation and engagement throughout the day, confirming the findings of Masudah and Nur (2024) and Rosmi (2022) regarding the urgency of innovative teaching strategies in the full day school system.

The research findings confirm that the Hunting Tourist Program represents a concrete manifestation of learning transformation that integrates the principles of experiential learning into the context of Islamic education in madrasah. This transformation is not merely a change of method but reflects a fundamental shift in educational philosophy: from viewing students as passive recipients of knowledge to active subjects constructing knowledge through real experience.

From the perspective of Islamic education management, the success of this program is inseparable from several key factors. First is the visionary and transformative leadership of the madrasah head in encouraging learning innovation. Second is the readiness and creativity of teachers as designers and facilitators of meaningful learning experiences. Third is the support of a conducive madrasah ecosystem, including the involvement of parents and partnerships with stakeholders in the local tourism environment. Fourth is the program's alignment with Islamic values, where interaction with tourists serves not only as an academic learning medium but also as a means of da'wah and reinforcement of students' Islamic identity.

This program also demonstrates its relevance to the concept of Islamic education transformation management that emphasizes the need for adaptation and innovation in facing globalization challenges. Proficiency in foreign languages and cross-cultural communication skills trained through the Hunting Tourist Program represent a tangible effort by madrasah to prepare competent, character-driven graduates ready to compete globally without losing their Islamic roots. The Hunting Tourist Program emerges as a model capable of bridging this gap by integrating academic objectives, language competency development, and Islamic value reinforcement in one holistic and innovative learning program design.

CONCLUSION

Based on the results of the literature review and content analysis, this research successfully addressed three research questions. First, the implementation of the Hunting Tourist Program as an experiential learning transformation in full day school classes proceeds in a structured manner through all four stages of Kolb's experiential learning cycle — concrete experience during tourist interaction, reflective observation, abstract conceptualization, and active experimentation in authentic local tourism contexts. The program successfully shifted the learning paradigm from teacher-centered to student-centered, and aligns with the principles of learning transformation as examined by Rahmi (2024), JPBISK (2024), and Pendas (2023).

Second, the program had a significant impact on students' language competency development, including enhanced oral communication in English and Arabic, mastery of authentic communication strategies, multilingual vocabulary development, code-switching ability, and the growth of intercultural awareness supporting effective cross-cultural communication. Third, the program's success is supported by four interrelated learning management factors: transformative leadership of the madrasah head promoting innovation; teacher creativity and commitment as facilitators of meaningful learning experiences; support from a conducive madrasah ecosystem including parental engagement and local tourism partners; and the program's alignment with holistic Islamic educational values.

The Hunting Tourist Program demonstrates how madrasah can integrate academic objectives, language competency development, and Islamic identity reinforcement in one meaningful and 21st-century relevant learning program. This study recommends that similar programs be replicated and developed in other madrasah across Indonesia considering the local potential of each region. Further research using qualitative or mixed methods with direct field data collection is strongly needed to validate the findings of this literature review and provide a more comprehensive picture of program implementation and impact

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